DOCUMENT RESUME

ED 342 282 FL 800 461

TITLE	Excerpts from the "Facilitator's Guidebook." Appendix A and Appendix B.
INSTITUTION	World Education, Inc., Boston, MA.
PUB DATE	91
NOTE	67p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Education; Classroom Environment; Comics (Publications); *English (Second Language); Guidelines; *Humor; *Lesson Plans; *Nontraditional Education; *Second Language Learning; Teaching Methods

ABSTRACT

The introductory pages from the "Facilitator's Guidebook" and the first 10 days of lesson plans translated into English comprise appendix A of this excerpt from a handbook for teaching English to adults. The purpose is to give the reader an idea of the guidebook's design and pattern of activities, as well as information about how the program's specific teaching methods--introducing, peer teaching, playing games, and testing--are applied in the adult education classroom. In addition, a few selected activities that do not occur until after day 10 of the curriculum are also included. Appendix B of the excerpt consists of a "training comic," which illustrates how the four teaching methods are translated into practice through representative activities from the "Facilitator's Guidebook." It contains all of the activities of the first day of class plus a few additional activities from days 2 and 3. During training the comic serves as a script for role playing the activities. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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APPENDIX A

Excerpts from the Facilitator's Guidebook

On the following pages the introductory pages of the Facilitator's Guidebook and first ten days of lesson plans have been translated in their entirety. The purpose is to give the reader an idea of the design of the guidebook and pattern of activities, as well as information about how the specific teaching methods are applied in the classroom. In addition, a few selected activities that do not occur until after Day 10 of the curriculum are also included.

World Education, Inc.
210 Lincoln Street
Boston, Massachusetts 02111
(617) 482-9485

FL 800461

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What is Adult Education?

Adult education means teaching grown-ups. Adults are different from children. They are older, wiser and have more experience. For these reasons adult learning is different from the way children learn in school.

- What's happening in this picture?
- Is it right to teach children this way?

- What's happening in this picture?
- Is it right to teach adults this way?
- Would you like to join this adult education class?
- Should children and adults be taught the same way?
- How do you think the adult education class ought to be?

What is Nonformal Education?

Nonformal education is a particular kind of adult education. There is a big difference between nonformal education and school education. It takes many years to complete school But adults are busy and have many responsibilities. They do not have time to spend many years in school the way children do. For this reason going to school is not convenient for adults.

In nonformal education adults learn in their free time. In addition to learning how to read and write they also discuss matters that are important to them. They can discuss how to solve their real problems. And they can make plans to carry out the decisions they make. In this way nonformal education helps them to improve the quality of their lives.

Students in the nonformal education class are called participants, and the teacher is called a facilitator.

- What's happening in this picture?
- Would you like to study in this class?
- What are some of the differences between adult education and school education?
- Why is school not convenient for adults?
- In addition to learning reading and writing, what else happens in the nonformal education class?
- How does nonformal education help people to improve the quality of their lives?
- What are the students and the teacher called in nonformal education?

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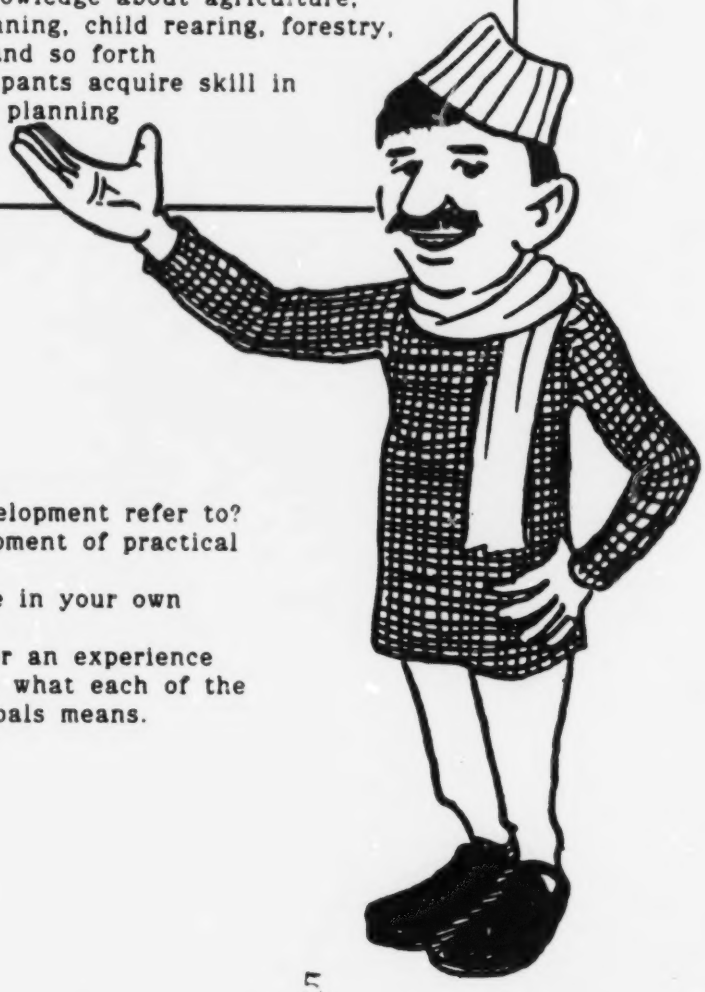
Objectives of Nonformal Education

A. Human Development Objectives

- to encourage the participants to solve their own problems
- to enable the participants to speak with assurance
- to help the participants develop self-confidence

B. The Development of Practical Skills

- to help the participants acquire skills in reading, writing and numeracy
- to provide the participants with practical knowledge that they can use in their daily lives, including knowledge about agriculture, health, family planning, child rearing, forestry, the environment, and so forth
- to help the participants acquire skill in cooperative action planning



- What does human development refer to?
- What does the development of practical skills refer to?
- Explain each objective in your own words.
- Describe a situation or an experience that will illustrate what each of the above objectives goals means.

About the Facilitator

There is a big difference between a nonformal education facilitator and a school teacher. This picture shows that the school teacher's head is full of knowledge and wisdom and that the pupils' heads are empty. As the teacher lectures, some of his knowledge and wisdom fill up the minds of the students.

- What's happening in this picture?
- Is it true that the teacher knows a lot more than the students?
- Who does most of the talking in school, the teacher or the students? Why?
- What is the teacher's role in the class?

This picture shows that both the facilitator and the participants have knowledge and wisdom. In the picture one of the participants is speaking.

- What's happening in this picture?
- Do you think the class can learn something from the participant who is speaking?
- Do you think that only the teacher has knowledge?
- Who does most of the talking in the adult education class, facilitator or the participants? Why?
- What is the difference between the role of a school teacher and that of a facilitator?

How to Conduct the Class

The nonformal education program uses four main teaching methods. These four methods are described below.

Introducing

The facilitator plays the major role in introducing. The facilitator has to explain any new things as they come up in the lessons, such as letters, conjunct letters, punctuation, math operations, and so forth.

- Logo for the Introducing Method

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What shall we discuss?
We should discuss what's going on in this picture.
Look. This is just like our village!
I don't understand what this person is doing.

Peer Teaching

The participants play the major role in peer teaching. There are three parts to this activity.

1. Forming groups: The facilitator divides the participants into small groups of 3 to 5. He then explains the task that the small groups will work on. These activities might be discussing a picture, reading letters or words, reading comics or stories, preparing a role play, etc.

2. Reporting: In this part each group selects a representative. The representative comes to the front and reports to the whole class about what his or her group discussed or read.

3. Questioning: The facilitator encourages the participants to discuss the activity by asking them questions, one at a time. Discussion questions are printed in the Facilitator's Guidebook.

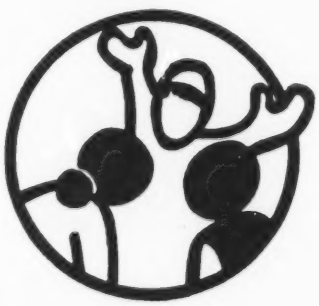
-Logo for the Peer Teaching Method

Playing Games

The participants play the major role in games. Games give practice learning and using the letters.

At the same time games provide the participants with excitement, competition, cooperation and fun .

The facilitator gets the game started by explaining the rules. He makes sure that everyone has a chance to play.



- Logo for the Playing Games Method

Testing

The facilitator plays the major role in testing. Through testing he finds out if the participants have understood the activity or not. The facilitator has the participants read or write from material that they have studied.

- Logo for the Testing Method

How to Use the Syllable Cards
Look here. We call these Syllable Cards. They have little holes in the top. There are 40 of them.
These cards are used only for the first five lessons. Now watch. I'm going to show you how they are used.
You have to hang the cards in rows, using these little headless nails. This way we can easily find the cards we need.
Its best to put the nails in a plank or a door or window panel. But if these aren't available you can put them in the wall.
Look, these are the syllables we teach in Lesson One. We use these to make the Discovery Chart.

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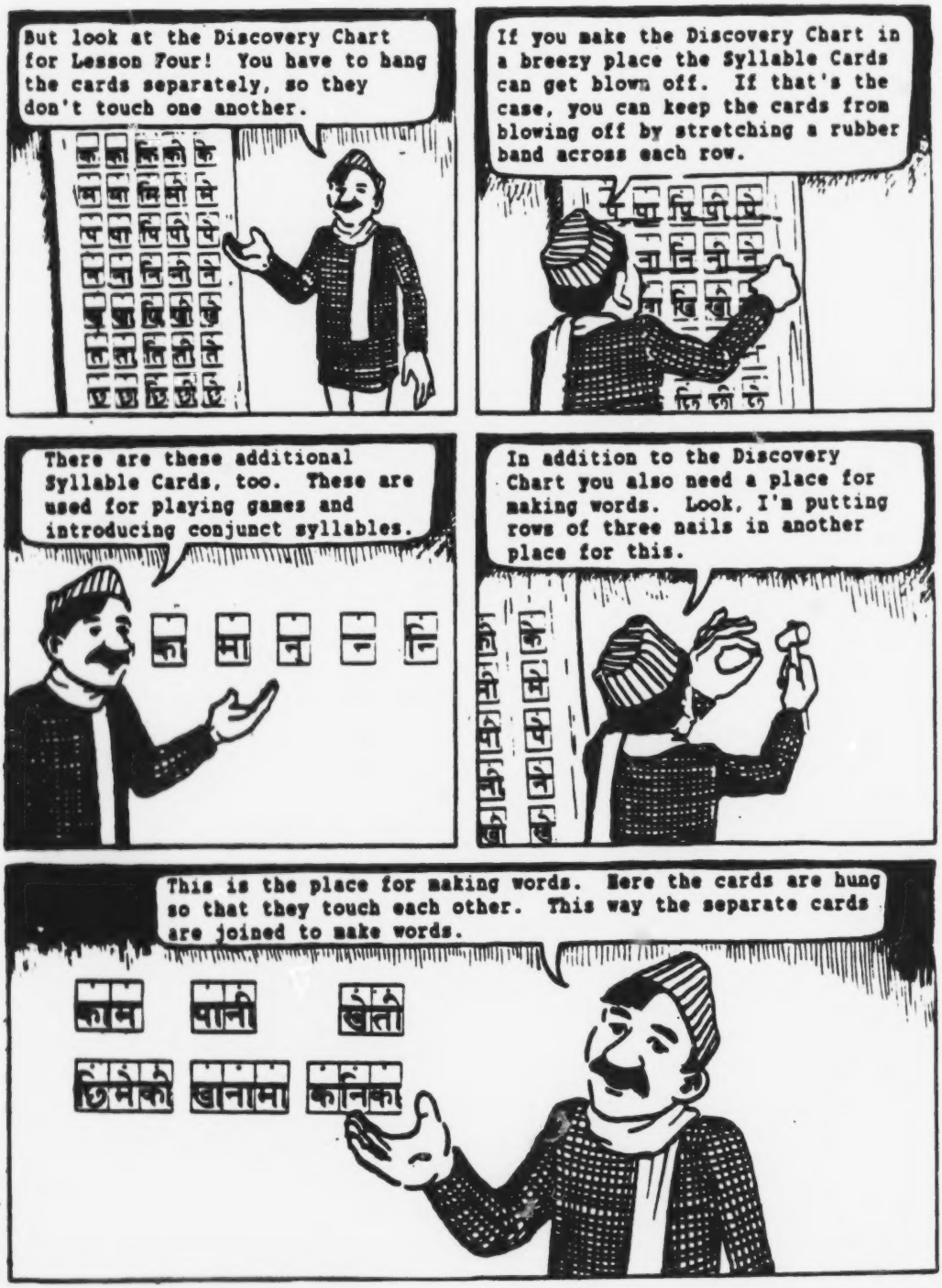

But look at the Discovery Chart for Lesson Four! You have to hang the cards separately, so they don't touch one another.
If you make the Discovery Chart in a breezy place the Syllable Cards can get blown off. If that's the case, you can keep the cards from blowing off by stretching a rubber band across each row.
There are these additional Syllable Cards, too. These are used for playing games and introducing conjunct syllables.
In addition to the Discovery Chart you also need a place for making words. Look, I'm putting rows of three nails in another place for this.
This is the place for making words. Here the cards are hung so that they touch each other. This way the separate cards are joined to make words.
काम
पानी
खेती
छमके
खानामा
कानिका

Lesson 1	WORK	Day 1

Things Needed for the Class

1. Discussion Poster Calendar
2. Syllable cards to make the Discovery Chart for Lesson One
3. A copy of the literacy book, (A New Trail, The First Step) for each participant
4. A notebook and pencil for each participant

Lesson Plan

Poster Discussion

1. **Forming Groups:** Divide the class into small groups. Have the groups study the picture on **page 1** of their books and discuss what is going on in the picture.

2. **Reporting:** Have each group choose a representative. Ask each representative to come to the front and use the large Poster Discussion Calendar to summarize his or her group's discussion.

3. **Questioning:** Engage the class in discussion by asking the questions below:

- Which work is the most difficult?
- Which kinds of work among those shown in the picture require skill?
- What difference is there between the work shown in the picture and the way we do these things in our village?

Introduce the Keyword and the Discovery Chart

1. **Introduce the Keyword:** Use the syllable cards to make the keyword **kaam(a)**. Have the participants repeat the word after you several times.

Discovery Chart for Lesson One

2. **Break up the Keyword:** Hang the syllable cards **kaa** and **ma** separately. Have the participants repeat the individual syllables after you several times.

3. **Complete the Discovery Chart:** Use the syllable cards to make the Discovery Chart for **Lesson One**. As you hang each syllable pronounce it and have the participants repeat it after you. After displaying the syllables **ka** and **kaa** point out the difference between them. Explain how the long **a-sign** changes the sound of the syllable. Say all of the syllables several times and have the participants repeat them.

Test Retention

1. Point to various Syllable Cards and have the participants name them in unison.

2. Point to various Syllable Cards and ask different participants to name them individually.

3. Mix up the Syllable Cards on the Discovery Chart. As you point to various cards, call on different individuals to name them. Continue practicing until you are confident the participants know the syllables.

Reading

1. **Forming Groups:** Divide the class into small groups. Have the groups study the syllables and words on **page 2** of their books. Have the participants assist one another to read the syllables and words.

2. **Reporting:** Have each group choose a representative. Ask each representative to come to the front and read the syllables and words. Have the rest of the class repeat the syllables and words as they are read.

3. **Questioning:** Using questions such as those below ask the participants to give the meaning of the words and to use them in sentences.

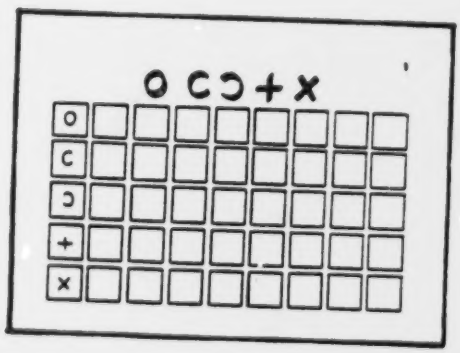
- What's the meaning of <u>kam(a)</u> (less)?
- Can anyone use the word <u>kaakaa</u> (uncle) in a sentence?

Teach Writing

1. Show how each of the shapes at the top of **page 3** are made by drawing them slowly, line by line, on the blackboard. Have the participants practice drawing them in their notebooks.

2. Look at the shapes that the participants draw in their notebooks. If any participant is having difficulty, help that person draw the shape on the blackboard by guiding his hand.

3. After the participants have practiced drawing the shapes in their notebooks have them draw them in the boxes at the top of **page 3**.



Lesson 1	WORK	Day 2

Things Needed for the Class

1. Syllable cards to make the Discovery Chart plus the extra kaa and maa cards
2. Seven pencils or wooden sticks

Lesson Plan

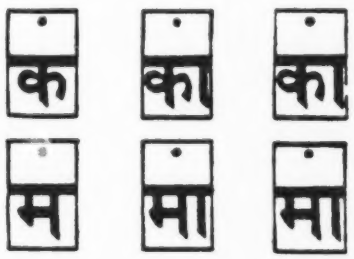
Test Retention

1. Make the Discovery Chart for Lesson One. Point to various Syllable Cards and have the participants name them in unison.

2. Point to various Syllable Cards and ask different participants to name them individually.

3. Mix up the Syllable Cards on the Discovery Chart. As you point to various cards, call on different individuals to name them. Continue practicing until you are confident the participants know the syllables.

Play the Game Dictation



1. Use the Syllable Cards to make the Discovery Chart. Also add the extra kaa and maa cards.
2. Call one participant to the front.
3. Have the rest of the class call out one of the words they have studied.
4. Have the person at the front use the letter cards to make the word.
5. Have the other participants check to see that the word is correct.
6. After making two or three words, have the participant at the front return the syllable cards to their original places on the Discovery Chart and sit down.
7. Call some other participants to make words the same way.

Teach Writing

1. Show how each of the letters at the bottom of **page 3** are made by drawing them slowly, line by line, on the blackboard. Have the participants practice writing them in their notebooks.

2. Look at the letters that the participants write in their notebooks. If any participant is having difficulty, show that person how to write the letter on the blackboard by guiding his hand.

3. After the participants have practiced writing the letters in their notebooks have them write the letters and the keyword in the boxes at the bottom of **page 3**.

Introduce Numbers (Tallying)

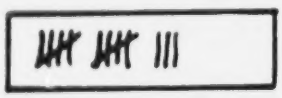
1. Call a participant to the front. Explain that it is possible to count things by drawing lines.

2. Give the participant at the front seven pencils, one at a time. As you give each pencil count, "One... two... three..." out loud and draw a line on the blackboard.

3. Explain that the seven lines on the blackboard show that there are altogether seven pencils.

4. Explain that it is easier to count the lines if they ar grouped in fives. Erase the lines on the blackboard and again give the pencils to the participant at the front, one at a time, drawing a line on the blackboard for each pencil. But this time draw the first five lines in a group.

5. Give the participants other examples by asking different ones how many brothers they have. For example, if the first participant says he has three brothers, draw three lines on the blackboard, saying, "One... two... three..." If the next person says he has four brothers, draw four more lines saying, "One... two... three... four..."

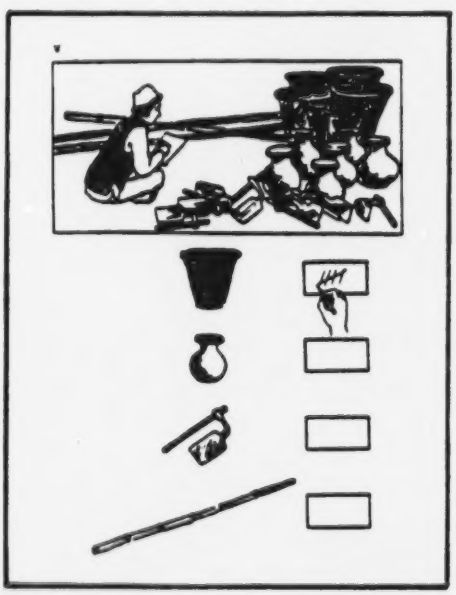


6. Count up all the lines at the end.

7. If the participants do not know how to count in fives, teach them to count in fives up to fifty. Say the numbers 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 and have them repeat them after you several times. After practicing, ask individual participants to try it by themselves.

Test Understanding

Call one or two participants to the blackboard to practice tallying. For practice have them ask several of the participants how many children or brothers or sisters they have and record the number by tallying. At the end have them count up the tally marks and give the total.



Think and Write

1. **Forming Groups**: Divide the class into small groups. Have each group count how many baskets, clay jugs, hoes and pieces of bamboo there are in the picture at the top of **page 4**. Have the participants help one another to write these numbers in the boxes next to the pictures below.

2. **Reporting**: Have each group choose a representative. Ask each representative to come to the front and say how many baskets, jugs and so forth his group counted. Have them show the number by drawing tally marks on the blackboard.

3. **Questioning**: Make sure everyone understands how to count by tallying.

Lesson 2	WATER	Day 3

Things Needed for the Class

1. Discussion Poster Calendar
2. Syllable cards to make the Discovery Chart for Lesson Two

Lesson Plan

Poster Discussion

1. Forming Groups: Divide the class into small groups. Have the groups study the picture on **page 5** of their books and discuss what is going on in the picture.

2. Reporting: Have each group choose a representative. Ask each representative to come to the front and use the large Poster Discussion Calendar to summarize his or her group's discussion.

3. Questioning: Engage the class in discussion by asking the questions below:

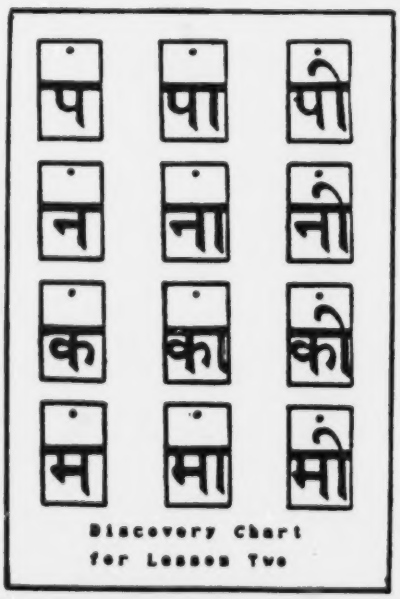
- What things do you like or dislike about what you see in the picture?
- Do we do things this way in our village?
- What can happen as a result of the things shown in the picture?
- How could this situation be improved?

Introduce the Keyword and the Discovery Chart

1. Introduce the Keyword: Use the syllable cards to make the keyword <u>paanii</u>. Have the participants repeat the word after you several times.

2. Break up the Keyword: Hang the syllable cards <u>paa</u> and <u>nii</u> separately. Have the participants repeat the individual syllables after you several times.

3. Complete the Discovery Chart: Use the syllable cards to make the Discovery Chart for **Lesson Two**. As you hang each syllable pronounce it and have the participants repeat it after you. After displaying the syllables <u>pa</u> and <u>pii</u> point out the difference between them. Explain how the long <u>i</u>-sign changes the sound of the syllable. Say all of the syllables several times and have the participants repeat them.



Discovery Chart for Lesson Two

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Play the Game Challenge

14

1. Divide the class into two halves, A and B.

2. Select one participant from each half that can read the Discovery Chart.

3. Call these two participants to the front as team captains. Have them each take five minutes in turn to teach their teams the syllables in the Discovery Chart.

4. Call one participant to the blackboard to keep score by tallying correct responses.

5. After the two captains have drilled their teams the facilitator should mix up the cards on the Discovery Chart.

6. The first captain points to a syllable on the Discovery Chart and "challenges" a participant from the opposite team to read it. If the participant reads it correctly the person at the blackboard tallies one point for that team. No mark is given for an incorrect answer.

7. The second captain now points to a card and "challenges" a member of the opposite team to read it. In this way the two captains take turn "challenging" members of the opposite team until every participant has been asked.

8. At the end of the game the scores of the two teams are added up. The team with the most points wins.

9. If the facilitator feels the participants need more practice the game can be repeated.

Reading

18

1. **Forming Groups:** Divide the class into small groups. Have the groups study the syllables and words on **page 6** of their books. Have the participants assist on another to read the syllables and words.

2. **Reporting:** Have each group choose a representative. Ask each representative to come to the front and read the syllables and words. Have the rest of the class repeat the syllables and words as they are read.

3. **Questioning:** Using questions such as those below ask the participants to give the meaning of the words and to use them in sentences.

- What's the meaning of <u>paap(a)</u> (sin)?
- Can anyone use the word <u>kaanii</u> (blind woman) in a sentence?

Lesson 2	WATER	Day 4

Things Needed for the Class

1. Syllable cards to make the Discovery Chart for Lesson Two
2. Four sets of cards for the game Match Letters

Lesson Plan

16 **Test Retention**

1. Make the Discovery Chart for Lesson Two. Point to various Syllable Cards and have the participants name them in unison.

2. Point to various Syllable Cards and ask different participants to name them individually.

3. Mix up the Syllable Cards on the Discovery Chart. As you point to various cards, call on different individuals to name them. Continue practicing until you are confident the participants know the syllables.

17 **Play the Game Dictation**

Use the syllable cards to make the Discovery Chart for Lesson Two. Call a participant to the front and have the rest of the class suggest words to be made as in **Activity 7**.

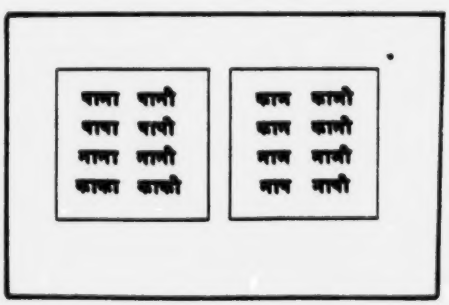
18 **Reading**

1. **Forming Groups:** Divide the class into small groups. Have the groups study the and words at the top of **page 7** of their books. Have the participants assist one another to read the words.

2. **Reporting:** Have each group choose a representative. Ask each representative to come to the front and read the words. Have the rest of the class repeat the words as they are read.

3. **Questioning:** Using questions such as those below ask the participants to give the meaning of the words and to use them in sentences.

- What's the meaning of <u>paapaa</u> (food)?
- Can anyone use the word <u>naap(a)</u> (measure) in a sentence?



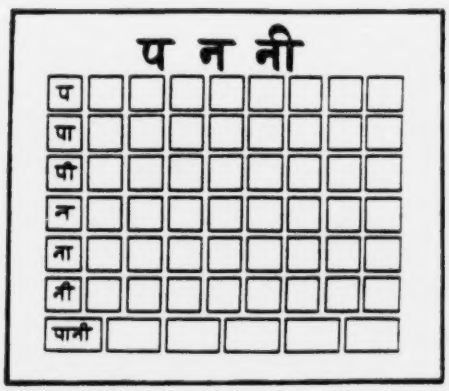
Teach Writing

19

1. Show how each of the letters at the bottom of **page** 7 are made by drawing them slowly, line by line, on the blackboard. Have the participants practice writing them in their notebooks.

2. Look at the letters that the participants write in their notebooks. If any participant is having difficulty, show that person how to write the letter on the blackboard by guiding his hand.

3. After the participants have practiced writing the letters in their notebooks have them write the letters and the keyword in the boxes at the bottom of **page** 7.



Play the Game Match Letters

20

1. Make four groups with 6 participants in each group. Have the rest of the participants watch.

2. Give each group one set of **Match Letters** cards and explain the rules.

3. Spread the twenty-four cards out face down on the floor. Have the first player turn two cards over and read the syllables out loud. If the player names either of the syllables incorrectly or cannot name them, his turn is lost. If he turns over two identical syllables and names them correctly, he keeps them. But if the two cards are different he must return them face down to their original places.

क	म	प	न	क	म	प	न
का	मा	पा	ना	का	मा	पा	ना
की	मी	पी	नी	की	मी	पी	नी

These 24 cards are needed to play the game "Match Letters"

4. The game is finished when all the cards are finished. The participant with the most cards wins.

Lesson 2	WATER	Day 5

Things Needed for the Class

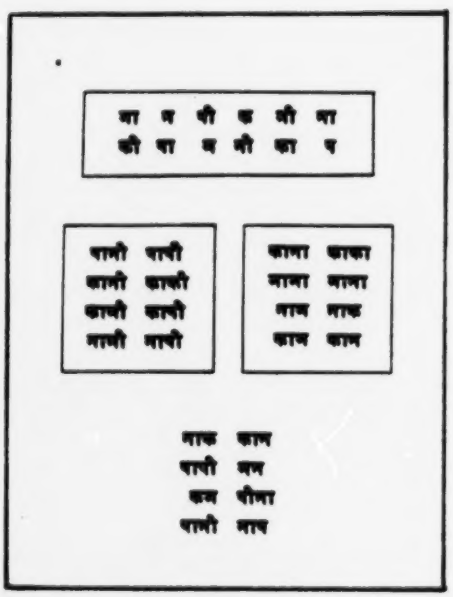
1. Syllable cards to make the Discovery Chart for Lesson Two

Lesson Plan

Test Retention

21 1. Call a participant to the front of the class to read the jumbled syllables at the top of **page 8**. Have the rest of the class repeat the syllables in unison.

2. In the same way invite other participants one at a time to read the jumbles syllables.



Reading

22 1. **Forming Groups**: Divide the class into small groups. Have the groups study the words and phrases on **page 7** of their books. Have the participants assist one another to read the words and phrases.

2. **Reporting**: Have each group choose a representative. Ask each representative to come to the front and read the words and phrases. Have the rest of the class repeat the words and phrases in unison.

3. **Questioning**: Using questions such as those below ask the participants to give the meaning of the words and to use them in sentences.

- What's the meaning of **piinaa** (oil cake)?
- Can anyone use the word **naamii** (famous) in a sentence?

Play the Game Dictation

23 Use the syllable cards to make the Discovery Chart for Lesson Two. Call a participant to the front and have the rest of the class suggest words to be made as in **Activity 7**.

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Read a Comic

1. **Forming Groups**: Divide the class into small groups. Have the groups study the comic on **page 9** of their books. Have the participants discuss what is going on in the pictures.

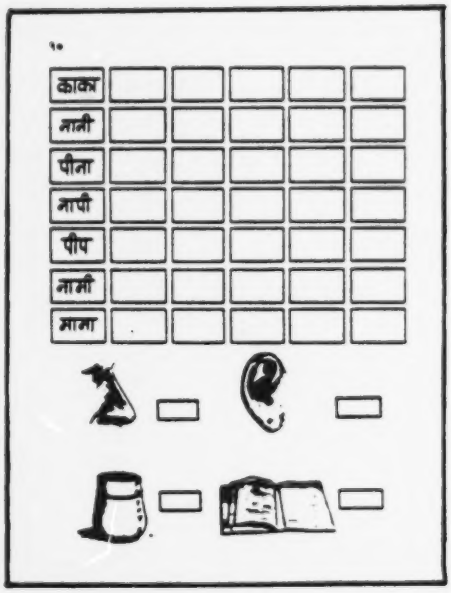
2. **Reporting**: Have each group choose a representative. Ask each representative to come to the front and tell the class what was discussed in his or her group.

3. **Questioning**: Engage the class in discussion by asking the questions below:

- Who are the two people in the first picture?
- What do you think the man in the black coat is saying?
- What do you think the man is saying to the woman sitting by the stove?
- What do you think the woman is saying to the boy?
- Why do you think the boy kicked the dog?
- What are the four pictures about?

Teach Writing

1. Show how each of the words at the top of **page 10** are made by drawing them slowly, line by line on the blackboard. Have the participants practice writing them in their notebooks.



2. Look at the words that the participants write in their notebooks. If any participant is having difficulty, show that person how to write the word on the blackboard by guiding his hand.

3. After the participants have practiced writing the words in their notebooks have them write them in the boxes on **page 10**.

Think and Write

1. **Forming Groups**: Divide the class into small groups. Have each group look at the pictures at the bottom of **page 10**. Have the participants think of a name for each picture from among the words they have studied and have them write the name in the box next to each picture.

2. **Reporting**: Have each group choose a representative. Ask each representative to come to the front and read the name his or her group selected for each picture.

3. **Questioning**: Write the words **naak(a)** (nose), **kaan(a)** (ear), **maanaa** (a measuring container) and **kaapii** (notebook) on the blackboard. Make sure the participants have written the words correctly.

Lesson 2	WATER	Day 6

Things Needed for the Class

1. Four sets of cards for the game Match Letters
2. Syllable cards to make the Discovery Chart for Lesson Two

Lesson Plan

Play the Game Match Letters

27 Make four groups, each containing 6 participants. Spread the 24 cards out face down as in **Activity 20** and have the participants play the game by turning two cards over at a time.

Visualize Words

28 1. Have the participants take out their notebooks and pencils.

2. Write a word from the lesson on the blackboard and ask one of the participants to read it.

3. Ask everyone to look at the word carefully, and then erase it.

4. Have the participants write the word in their notebooks from memory.

5. Write the word on the blackboard again and have the participants check to see if they have written it correctly.

6. Have the participants write other words the same way.

Play the Game Word Chain

29

1. Divide the class into four teams and give each team a name, such as A, B, C and D. Have one member from each team come to the front.

2. Use the syllable cards to make the Discovery Chart for **Lesson Two**. The facilitator starts the game by making the keyword for Lesson Two, **paanii**.

3. Have the participant from team A use one of the syllables from the word **paanii** to make a new word. For example, the new word should contain either the syllable **paa** or the syllable **nii**.

4. Now have the participant from team B use one of the syllables from the word made by A to make a different word. In the same way have the participants from C and D make words using one of the syllables from the previous word.

5. The participants making the words may receive assistance from their teams.

6. A word may not be repeated. In order to keep track, have one member of each team write down the words that have been made.

7. Have one participant keep score by tallying the words made by each team. A team receives one point for each word it makes. A team receives no point if it cannot make a word, if it misspells a word, or if it repeats a word previously made.

8. Stop the game after 30 minutes or when no team is able to make a new word.

Role Play

30

1. **Forming Groups**: Divide the class into small groups. Have the groups look at the comic on **page 9** of their books and have them discuss what the people in the comic might be saying. Explain to the participants that they will have to act out the dialogue as a role play.

2. **Reporting**: Have each group in turn send four participants to the front to role play the comic.

3. **Questioning**: Ask the participants what they liked most about each of the role plays.

Review

31

1. Call a participant to the front and have him read some of the words from pages 6, 7 and 8. Have the rest of the class repeat the words as they are read.

2. In the same way call other participants to the front and have them read.

Lesson 3	AGRICULTURE	Day 7

Things Needed for the Class

1. Discussion Poster Calendar
2. Syllable cards to make the Discovery Chart for Lesson Three

Lesson Plan

Poster Discussion

1. Forming Groups: Divide the class into small groups. Have the groups study the picture on page 11 of their books and discuss what is going on in the picture.

2. Reporting: Have each group choose a representative. Ask each representative to come to the front and use the large Poster Discussion Calendar to summarize his or her group's discussion.

3. Questioning: Engage the class in discussion by asking the questions below:

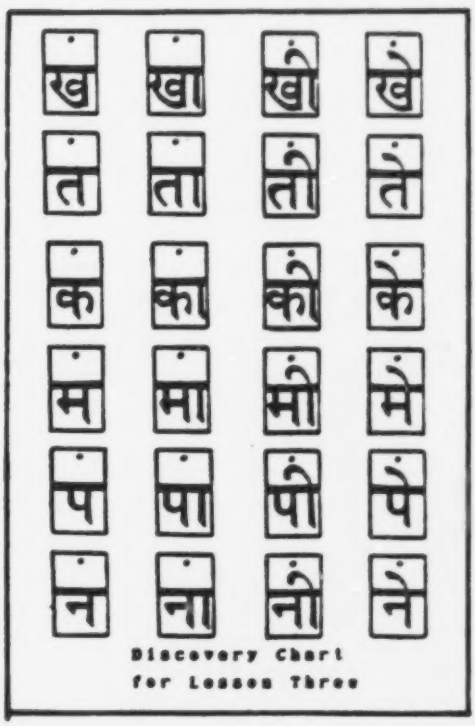
- What are the people doing and what are the animals doing?
- What differences are there between the way people get their food and the way animals get their food?
- Is there a better way to do the work shown in the picture?

Introduce the Keyword and the Discovery Chart

1. Introduce the Keyword: Use the syllable cards to make the keyword <u>khetii</u>. Have the participants repeat the word after you several times.

2. Break up the Keyword: Hang the syllable cards <u>khe</u> and <u>tii</u> separately. Have the participants repeat the individual syllables after you several times.

3. Complete the Discovery Chart: Use the syllable cards to make the Discovery Chart for **Lesson Three**. As you hang each syllable pronounce it and have the participants repeat it after you. After displaying the syllables <u>kha</u> and <u>khe</u> point out the difference between them. Explain how the <u>e</u>**-sign** changes the sound of the syllable. Say all of the syllables several times and have the participants repeat them.



Discovery Chart for Lesson Three

34

Play the Game Challenge

1. Divide the class into two halves, A and B. Select one participant from each half that can read the Discovery Chart to act as team captains.

2. Have each captain teach his or her team the syllables in the Discovery Chart.

3. Mix up the syllable cards and have each captain "challenge" a member of the opposite team to read one of the syllables as described in **Activity 14**.

35

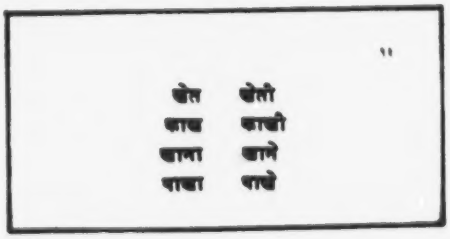
Reading

1. **Forming Groups**: Divide the class into small groups. Have the groups study the words and syllables on **page 12** and the top of **page 13** of their books. Have the participants assist one another to read the words and syllables.

2. **Reporting**: Have each group choose a representative. Ask each representative to come to the front and read the words and syllables. Have the rest of the class repeat the words and syllables in unison.

3. **Questioning**: Using questions such as those below ask the participants to give the meaning of the words and to use them in sentences.

- What's the meaning of <u>kaakh(a)</u> (lap)?
- Can anyone use the word <u>paakhaa</u> (a fallow field) in a sentence?



Lesson 3	AGRICULTURE	Day 8

Things Needed for the Class

1. Syllable cards to make the Discovery Chart for Lesson Three

Lesson Plan

Teach Writing

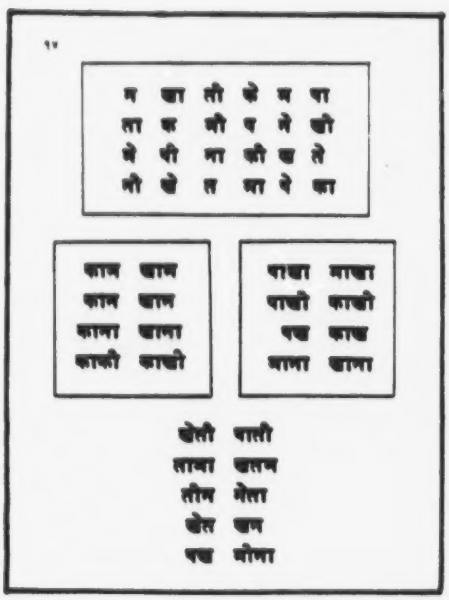
36 1. Show how each of the letters at the bottom of **page 13** are made by drawing them slowly, line by line on the blackboard. Have the participants practice writing them in their notebooks.

2. Look at the letters that the participants write in their notebooks. If any participant is having difficulty, show that person how to write the letter on the blackboard by guiding his hand.

3. After the participants have practiced writing the letters in their notebooks have them write the letters and the keyword in the boxes at the bottom of **page 13**.

Test Retention

37 1. Call a participant to the front of the class to read the jumbled syllables at the top of **page 14**. Have the rest of the class repeat the syllables in unison.



Reading

38 1. **Forming Groups:** Divide the class into small groups. Have the groups study the words and phrases on **page 14** of their books. Have the participants assist one another to read the words and phrases.

2. **Reporting:** Have each group choose a representative. Ask each representative to come to the front and read the words and phrases. Have the rest of the class repeat the words and phrases in unison.

3. **Questioning:** Using questions such as those below ask the participants to give the meaning of the words and to use them in sentences.
- What's the meaning of <u>khaam(a)</u> (envelope)?
- Can anyone use the word <u>maakhaa</u> (fly) in a sentence?

Play the Game Dictation

39 Use the syllable cards to make the Discovery Chart for Lesson Three. Call a participant to the front and have the rest of the class suggest words to be made as in Activity 7.

Lesson 3	AGRICULTURE	Day 9

Things Needed for the Class

1. Syllable cards to make the Discovery Chart for Lesson Three
2. Four sets of cards for the game Make Words

Lesson Plan

Test Retention

40 1. Make the Discovery Chart for Lesson Three. Point to various Syllable Cards and have the participants name them in unison.

2. Point to various Syllable Cards and ask different participants to name them individually.

3. Mix up the Syllable Cards on the Discovery Chart. As you point to various cards, call on different individuals to name them. Continue practicing until you are confident the participants know the syllables.

Introduce Punctuation (full stop and question mark)

41 1. Explain to the participants that when we write, in addition to using letters we also use punctuation marks. On the blackboard write the sentences **kataa kaakaa?** (Where are you going, Uncle?) and **khetmaa.** (To the fields.). Explain that the sickle-shaped mark (?) is called a question mark and the straight line (।) is called a full stop. Explain that these signs are used at the end of sentences. The question mark indicates that something is being asked, and the full stop means that a sentence is finished.

2. Have the participants repeat the names of these signs.

Reading

1. **Forming Groups**: Divide the class into small groups. Have the groups study the dialogue at the top of **page 15**. Have the participants assist one another to read the dialogue.

2. **Reporting**: Have each group choose a representative. Ask each representative to come to the front and read the dialogue. Have the rest of the class repeat the sentences in unison.

3. **Questioning**: Using questions such as those below ask the participants to give the meaning of the words and to use them in sentences.

- What's the meaning of <u>taamaa</u> (bamboo shoots)?

Teach Writing

1. Show how each of the sentences at the bottom of **page 15** are made by writing them slowly, line by line on the blackboard. Have the participants practice writing them in their notebooks.

2. Look at the sentences that the participants write in their notebooks. If any participant is having difficulty, show that person how to write the sentence on the blackboard by guiding his hand.

3. After the participants have practiced writing the sentences in their notebooks have them write them in the boxes at the bottom of **page 15**.

Play the Game Make Words

1. Make four groups with 6 participants in each group. Have the rest of the participants watch.

2. Give each group one set of **Make Words** cards and explain the rules.

3. Spread the thirty cards out face down in the center of the group. Have the first player turn two cards over and read the syllables out loud. If the player can make a word and can read it, he wins those two cards. The group should make sure that the word is correct. If the player cannot make a word, he should return the cards face down to their original places.

4. The game is finished when all the cards are used up or when no more words can be made from the remaining cards. The participant with the most cards wins.

क	का	का
का	म	म
मा	मा	मी
प	पा	पा
पा	पी	पी

न	न	ना
ना	ना	ना
ना	नी	ख
खा	खा	खे
त	ता	ती

These 30 cards are needed to play the game "Make Words"

Lesson 3	AGRICULTURE	Day 10

Things Needed for the Class

1. Syllable cards to make the Discovery Chart for Lesson Three
2. Four sets of cards for the game Make Words

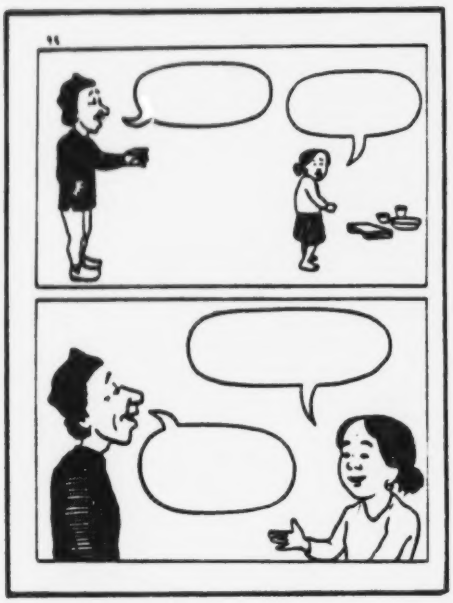
Lesson Plan

Think and Write

1. Forming Groups: Divide the class into small groups. Have each group look at the pictures on **page 13** and think what the people in the pictures might be saying. Have the participants help one another to make a dialogue by writing questions and answers in the empty balloons using words that they have learned.

2. Reporting: Have each group choose a representative. Ask each representative to come to the front and read the dialogue that his or her group wrote.

3. Questioning: Have one or two participants write their sentences on the blackboard. Have the rest of the class check to see that the sentences are written correctly and that the right punctuation marks have been used.



Visualize Words

1. Have the participants take out their notebooks and pencils.

2. Write a word from the lesson on the blackboard and ask one of the participants to read it.

3. Ask everyone to look at the word carefully, and then erase it.

4. Have the participants write the word in their notebooks from memory.

5. Write the word on the blackboard again and have the participants check to see if they have written it correctly.

6. Have the participants write other words the same way.

47 **Play the Game Word Chain**

1. Divide the class into groups **A, B, C** and **D**. Call one participant from each group to the front.

2. Use the syllable cards to make the Discovery Chart for Lesson Three and start the game by making the keyword **khetii**. Ask one of the participants at the front to make a new word using one of the syllables from this word and have the class play the game as described in **Activity 29**.

48 **Role Play**

1. **Forming Groups**: Divide the class into small groups. Have the groups look at the dialogue at the top of **page 16** of their books. Explain to the participants that they will have to act out the dialogue as a role play.

2. **Reporting**: Have each group in turn send two participants to the front to role play the dialogue.

3. **Questioning**: Ask the participants what they liked most about each of the role plays.

49 **Review**

1. Call a participant to the front and have him read some of the words and sentences from pages 13, 14 and 15. Have the rest of the class repeat the words as they are read.

2. In the same way call other participants to the front and have them read.

50 **Play the Game Make Words**

1. Make four groups, each containing 6 participants. Give each group a set of cards for the game Make Words.

2. Spread the cards out face down as in **Activity 44** and have the participants turn two cards over at a time. Have them play the game by trying to make words from the syllables.

Play the Syllable Card Game

1. From the syllable cards used to make the Discovery Chart for **Lesson Four** remove the <u>khi</u> card and add the extra <u>kaa</u> and <u>maa</u> cards.

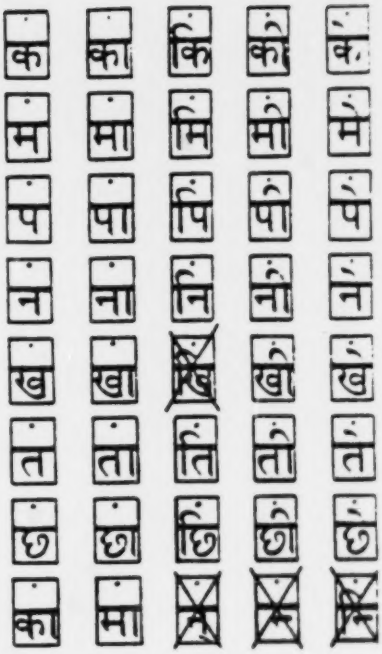
2. Divide the class into four teams. Have each team take out a pencil and a notebook.

3. Mix up the 36 cards and give 9 cards to each team.

4. Have each team use its nine cards to make as many two-syllable words as it can. Have one participant in each team write down the words as they are made.

5. After five minutes ask the teams to count how many words they have made. The team that has made the most words should exchange cards with the team that has made the fewest. The other two teams should also exchange sets. Have each team make as many words as it can from its new set.

6. After 5 more minutes collect the cards and have the teams count their words. The team with the most words should read out its list. If the other teams agree that the words are acceptable, that team wins.



These 36 cards are needed to play the Syllable Card Game

Read a Story

1. **Forming Groups:** Divide the class into small groups. Have the groups study the story on **page 31** of their books. Have the participants assist one another to read the story.

2. **Reporting:** Have each group choose a representative. Ask each representative to come to the front and read the story. Have the rest of the class repeat the story as it is read.

3. **Questioning:** Have the participants discuss the questions given below.

- What is the name of the story?
- Who is the story about?
- Where does the story take place?
- What happens at the end of the story?
- Where is Uncle?
- What is Kanchi doing?
- According to the story, what does Kancha eat?
- When does Kancha eat?
- How are Kanchi and Kancha at their work?

खेती

मामाका छिमेकी छन् । छिमेकमा कान्छा कान्छी पनि छन् । छिमेकी खेतीपातीका कामका छन् । मामा पनि खेतमा छन् । छिमेकी कान्छा खेत खन्छ । खेतमा पानी छ । कान्छा एक छ किनकि पानीमा माछा छन् । कान्छा खेतमा खाना खान्छ । खानामा माछा खान्छ । कान्छी पनि काम पछि खाना खान्छे । कान्छा कान्छी खानका पक्का छन् ।

Review

93 1. Use **page 2** of the Number Letter Charts to review the grammatical terms introduced so far, such as letters, conjunct syllables, the long a-sign, the long i-sign, the short i-sign, the e-sign, the halanta, the comma, the full stop, the question mark, words and sentences.

2. Ask different participants to name these items on the Chart.

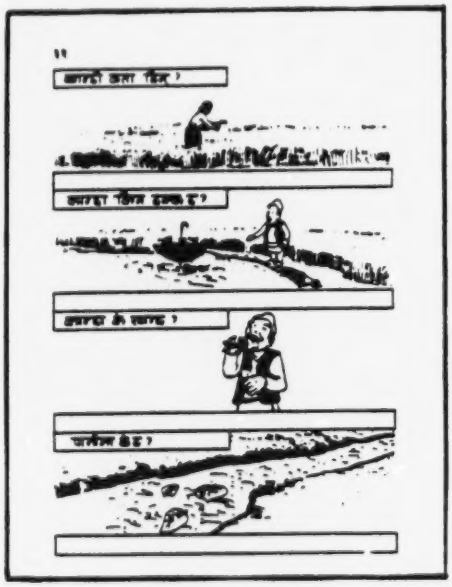
क, मा, पी, नि, छे
न्छ, न्छि, क्का, न्ने
काम, पानी, खेती
मामा खेतमा छन्।
पानीमा के छ ?

Think and Write

94 1. **Forming Groups**: Divide the class into small groups. Have the groups look at the pictures on **page 32** of their books. Ask them to think about the answers to the questions that go with each picture. Have them write the answers in the boxes below the pictures using words they have learned.

2. **Reporting**: Have each group choose a representative. Ask each representative to come to the front and read the answers written by his or her group.

3. **Questioning**: Ask one or two participants to write their answers on the blackboard. Have the rest of the class check to see that the answers are written correctly.



Introduce Conjunct Syllables

110 1. On the blackboard write l/ + chha = lchha and say, "Half la and chha written together look like this." Next to the conjunct syllable write the word nikaalchha and have the participants pronounce it.

2. Introduce the other conjunct syllables at the bottom of **page 39** in the same way. Write a word next to each conjunct syllable and have the participants pronounce it.

113 **Play the Game Letter Rummy**

1. Make four groups with 6 participants in each group. Have the rest of the participants watch.

2. Give each group one set of **Letter Rummy** cards and explain the rules.

3. One member of each group should mix the 60 cards well and give one card to each player. The remaining deck is placed, face down, in the middle of the group as the draw pile, and the top card is turned over and placed next to it to begin the discard pile.

क	क़	का	कि	की	कु	कू	म	म	म	मा	मा
मा	मी	प	पा	पा	पा	पा	पी	पी	न	न	न
ना	ना	ना	ना	ना	ना	नी	ने	ने	नृ	नृ	ख
ख	खा	खा	खे	त	ता	ता	ता	तौ	छ	छ	छ
त	त	त	त	ता	ता	ता	तो	ते	तृ	ग	गा

These 60 cards are needed to play the game Letter Rummy

4. The objective of the game is to combine sets of two cards to make words. The player to the left of the dealer begins the game by drawing a card from the middle. A player may either take the top card from the discard pile or the top card from the draw pile. If he can make a word with the two cards, he reads the word and shows it to the group, and keeps the two cards on the floor in front of him. The group should agree that the word is acceptable. He then takes one card from the draw pile and his turn is finished. If the player is unable to make a word he must discard one of his cards. Thus each player remains holding only one card at the end of his turn. In this way the play passes from one member of the group to the next.

5. When the draw pile is exhausted the discard pile may be mixed up and turned over to create a new draw pile. Play is finished when the cards are all used up. The player who has the most cards is the winner.

123 **Dictation Test**

1. Have the participants get their notebooks and pencils out.

2. Read a few sentences from the story **Agriculture** on page 31 and the numbers 1, 2, 3, 4 and 5 slowly and clearly two or three times. Have the participants write the sentences and numbers in their notebooks.

3. Call a participant to the front and have him write one of the sentences or numbers from his notebook on the blackboard. Have the other participants check to see if the sentence or number is written correctly and have them correct any errors.

4. In the same way have other participants come to the front to write one of the sentences or numbers from their notebooks.

126

Introduce the Keyword and New Letters

1. **Introduce the Keyword:** Use **page 5** of the Letter Charts to introduce the keyword **garlib(a)**. Have the participants repeat the word after you several times.

2. **Break up the Keyword:** Show the participants the keyword syllables **ga**, **rii** and **ba** written separately on the Chart. Have the participants repeat the individual syllables after you several times.

3. **Introduce the New Letters:** Use the Letter Chart to introduce the new syllables that come in this lesson. Say all of the syllables several times and have the participants repeat them.

गरीब
ग री ब
र रा रि री रु रे
ब बा बि बी बु बे

127

Play the Game Challenge

1. Divide the class into two halves, A and B. Select one participant from each half that can read the syllables to act as team captains.

2. Have each captain teach his or her team the syllables on **page 5** of the Letter Charts.

3. Show the participants the syllables on **page 6** of the Letter Charts. Have each captain "challenge" a member of the opposite team to read one of the syllables.

ग	रि	बे	लि	रु
बा	गे	र	ला	बि
छु	ब	गी	बु	री
लु	बी	रा	ति	रे

Tell a Story

138 1. Read the following story to the participants slowly and clearly.

Radha and Krishna lived in Belaspur village. These two had been fond of one another from the time they were small. When they grew up they married.

Krishna was poor. After his marriage his situation became even worse. They did not have enough even for two meals a day. So Krishna went to the city to look for work.

One day the village shopkeeper, Gopal, returned from the city. He brought news to Radha that Krishna had fallen seriously ill. This news upset Radha terribly. She could not bear to think of Krishna being alone in such a wretched condition. She set off toward the city at once. On the way she had to cross a large river. Arriving at the edge of the river she said to the boatman, "Please take me to the other side." The boatman asked for money but Radha hadn't even a penny in her purse. She explained that her husband was seriously ill and begged him to help her, but the boatman refused.

Radha returned to the village. She told Gopal everything and begged him to lend her some money. But he refused, saying, "You haven't returned the money you already owe me. Do you expect me to lend you more?" Radha pleaded with him but he would not give in. She asked at several of her neighbors' houses, but they had no spare cash and could not help her.

Evening was about to fall. Tormented by the thought of Krishna's condition Radha returned to the river's edge and tearfully promised the boatman that once Krishna was well and they had some money they would surely repay him. He would not relent. But he offered to make a deal. If Radha would spend the night with him he would accept that as payment. Radha was stunned. Yet she had no other recourse to attain Krishna's presence. With great sorrow she gave in to the boatman's demand.

Next day Radha reached the city. Krishna was almost at death's door. She looked after him for many days. Had it not been for her loving care he would surely have departed from this world. Through God's mercy he recovered.

They returned to the village together. Everyone in the village had somehow heard about Radha's spending a night with the boatman. Gopal told Krishna about the incident on the very day of their arrival. Krishna became enraged. He beat Radha severely and Radha confessed everything just as it had happened. But Krishna could not bear to look at her and sent her away.

2. Divide the class into four groups. Have the groups discuss the questions below.

- Who was the best person in the story, and why?
- Who was the worst person in the story, and why?
- What would you have done in Radha's position?

3. Have each group choose a representative. Have the representatives come forward in turn and report on the discussions of their groups.

Play the Game Dictation

141 Call a participant to the front and have the rest of the class suggest a word. Play the game by having the participant at the front write the word on the blackboard.

Play the Game Word Chain

146 1. Divide the class into groups A, B, C and D. Call one participant from each group to the front.

2. Write the word garlib(a) (poor) on the blackboard. Ask one of the participants to write a new word using a syllable from this word and have the class play the game as described in Activity 29.

Role Play

147 1. **Forming Groups**: Divide the class into small groups. Have the groups study the comic on **pages 53 and 54** of their books. Explain to them that they will have to perform a role play based on the comic.

2. **Reporting**: Have each group in turn send three participants to the front. One of these participants should read the title and the narrative portions of the comic and the other two should play the roles of the two principal characters.

3. **Questioning**: Ask the participants what they liked most about each of the role plays.

Play the Discovery Chart Game

181 1. Divide the class into four teams. Have each team take out a pencil and a notebook. Have everyone turn to the Discovery Chart on **page 46** of their books.

2. The objective of the game is to make as many words as possible without repeating any syllables. Have each team use the syllables on the Discovery Chart to make words. Have one participant write down the words that have been made. In order not to repeat syllables, another participant should tick off the syllables on the Discovery Chart in his book.

3. After 15 minutes the teams should stop work and count the words they have made. Have the team that made the most words read its list to the class. If the other groups agree that the words are acceptable, that group wins.

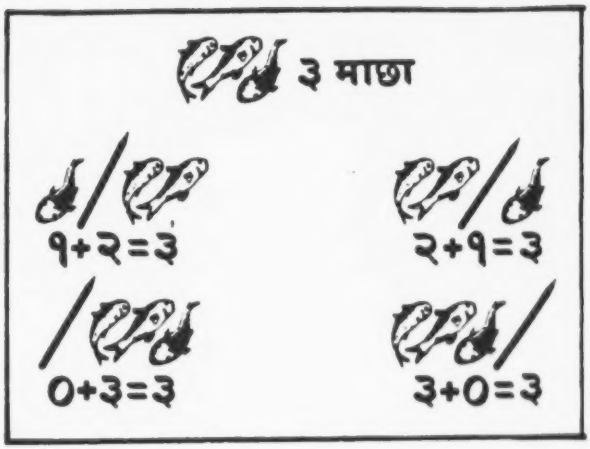
Introduce Math Operations (Partitioning Sets)

162

1. Show the participants **page 3** of the Number Charts. Pointing to the three fish at the top of the chart say, "These fish can be divided into different groups."

2. Pointing to the first example say, "One fish plus two fish equals three fish." Explain that this situation can also be expressed in numbers and, pointing to the numbers below the fish, say, "One plus two equals three."

3. In the same manner explain the other examples of how the set is partitioned, such as "Two plus one equals three," "Zero plus three equals three," and "Three plus zero equals three."



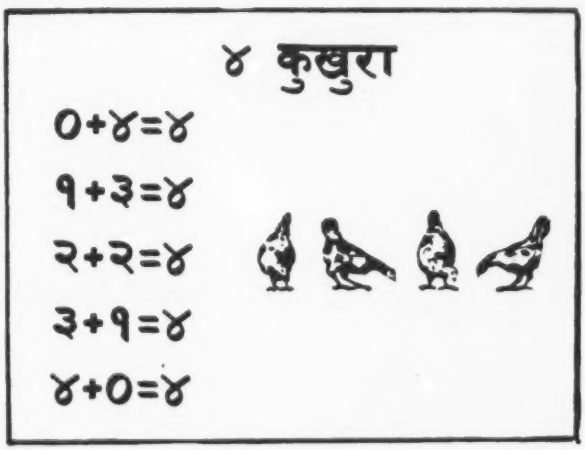
Test Understanding

163

1. Show the participants **page 4** of the Numeracy Charts.

2. Call one of the participants to the front. Point to one of the addition formulas on the chart. Have the participant place a pencil on the picture to show how the set of chickens should be partitioned as indicated by the formula.

3. In the same way call other participants to the front. Point to different addition formulas and have them partition the set of chickens accordingly.



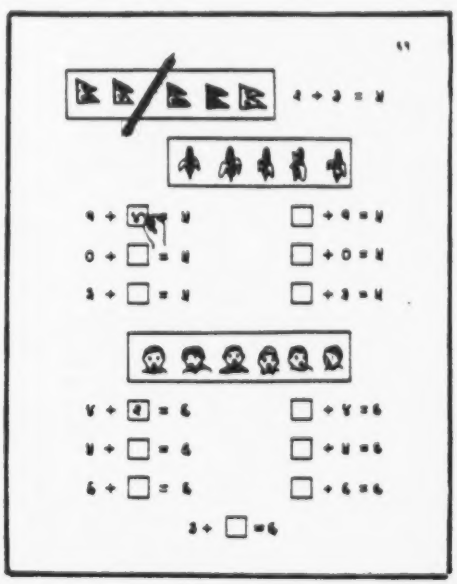
Think and Write

164

1. **Forming Groups:** Divide the class into small groups. Have the groups look at **page 61** of their books. Have them use their pencils, as in the example, to partition the sets shown on the page and have them fill in the correct numbers in the boxes.

2. **Reporting:** Have each group choose a representative. Ask each representative to come to the front and read the numbers written by his or her group.

3. **Questioning:** Ask one or two participants to copy the numbers they wrote on the blackboard. Have the rest of the class check to see if the numbers are correct.



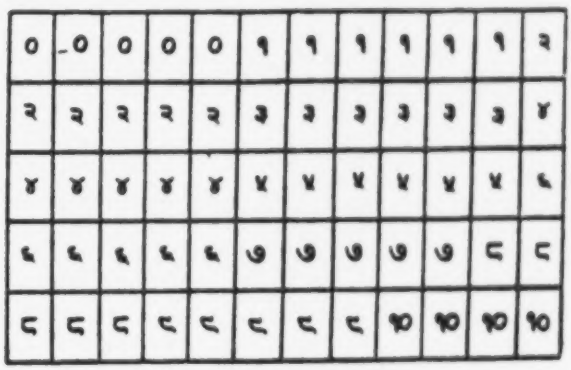
Play the Game Number Rummy (Addition)

198 1. Make four groups with 6 participants in each group. Have the rest of the participants watch.

2. Give each group one set of **Number Rummy** cards and explain the rules

3. One member of each group should mix the 60 cards well and give two cards to each player. Each player places his two cards in front of himself, face up. The remaining deck is placed, face down, in the middle of the group as the draw pile.

4. The object of the game is to make sets of three cards, two of which add up to the third. For example, if a player has a 2 and a 3 he would look for a 5 (because 2 + 3 = 5) or a 1 (because 1 + 2 = 3). Either a 5 or a 1 will allow the player to complete an addition set. If a player completes a set he reads it to the group and, turning the cards over, puts them aside.



These 60 cards are needed to play the game Number Rummy

5. In order to complete a set a player may "steal" a card from another player. If no other player has a card that will allow him to complete a set, he should take a card from the draw pile. If the card he draws completes a set, the player reads it out and, turning the cards over, puts them aside.

6. When a player has completed a set, even if he has no cards remaining, he must await his next turn before taking a card from the draw pile.

7. Play continues until the draw pile is exhausted or no more sets can be made. The player with the most cards wins.

Read a Comic

203 1. **Forming Groups:** Divide the class into small groups. Have the groups study the comic on **pages 75, 76, 77 and 78** of their books. Have the participants assist on another to read the comic.

2. **Reporting:** Have each group choose a representative. Ask each representative to come to the front and read the comic and explain the story in his or her own words.

3. **Questioning:** Engage the class in discussion by asking the questions below:

- What is the name of the story?
- Who is the story about?
- What happens in the story?
- What kind of woman is Suntali?
- How does she spend her time?

- What kind of man is Biray?
- How does he spend his time?
- What does Suntali sell at the market?
- Why does Biray want the money which Suntali earned at the market?
- What did Suntali tell Biray when he asked for the money, and why?
- What happens to the money Suntali put in the box?
- What would you do if you were in Suntali's position?
- What do you think will happen to Suntali and Biray?

Create a Socio-Drama

216 1. **Forming Groups**: Divide the class into small groups. Have the groups look at the picture on **page 69** of their books. Ask the participants to discuss the situation shown in the picture. Explain that they should think of a problem which they have experienced that is similar to the one shown in the picture and that they should develop a short socio-drama to illustrate it.

2. **Reporting**: Have several participants from each group come to the front to perform the socio-drama which their group created.

3. **Questioning**: After each group has performed its socio-drama engage the class in discussion by asking the following questions.

- What problem did the socio-drama show?
- What is the cause of the problem?
- What attitude was shown towards the problem by the players in the drama?
- Was any solution to the problem given?
- Do you think any other solution to this problem might be appropriate?
- Was this a realistic situation?

Play the Game Number Rummy (Subtraction)

235 1. Make four groups with 6 participants in each group. Have the rest of the participants watch.

2. Give each group one set of **Number Rummy** cards and explain the rules.

3.The 60 cards should be spread out face down in the middle of the group. The first player draws two cards and, turning them over, reads the two numbers and says what the difference is between them. He puts the cards face down in front of himself. In this manner each participant in turn draws two card, tells the difference, and adds the cards to the pile in front of himself.

4. If a player draws a pair of cards with a difference of 1, all the cards he has collected must be returned, face down, to the pile of cards in the center. But if he draws a pair of cards which have a difference of 0, he may protect all the cards he has accumulated up to that point. He should put the protected cards carefully to one side. Any cards drawn thereafter will not be protected until another identical pair of cards is drawn.

5. Play continues until all the cards in the center are exhausted. The player with the most cards wins.

APPENDIX B

Training Comic

The following comic illustrates how the four Teaching Methods are translated into practice through representative activities from the Facilitator's Guidebook. It contains all of the activities of the first day of class plus a few additional activities from Days Two and Three. During training the comic serves as a "script" for role playing the activities.

Things Needed for the Class
What's up, Maila? What are these lanterns and blackboard all about?
The adult education program starts this evening. I'm getting ready for class.
Look! Here's chalk, a duster, pencils, even an attendance book. Say, what's this? A pencil sharpener or what?
What's that?
This? It's a Discussion Poster Calendar. Tonight we'll be discussing one of the pictures in here.
Let's see what we need for tonight. Discussion Poster Calendar...eh, I've already got that.

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Syllable cards to make the Discovery Chart for Lesson One... Let's see, I need ka, kaa, na and naa.
What are these little nails for?
Come to the class. You'll see everything.
Come on. Let's go to the class. You can help me carry some of these books and notebooks.
It's lucky for me you came. Otherwise it would have been a problem for me to carry all these things.
It looks like fun. I think I'll join the class, too.

Poster Discussion
Come in! Come in! Find a place to sit. This is our first day. I'm giving everyone a copy of our book, A New Trail, The First Step.
You each get a pencil and a notebook, too.
Please take good care of these materials.
Forming Groups
First of all I'm going to divide you up into groups of 3 to 5 people.
Here Auntie, turn this way. You five people will be one group.

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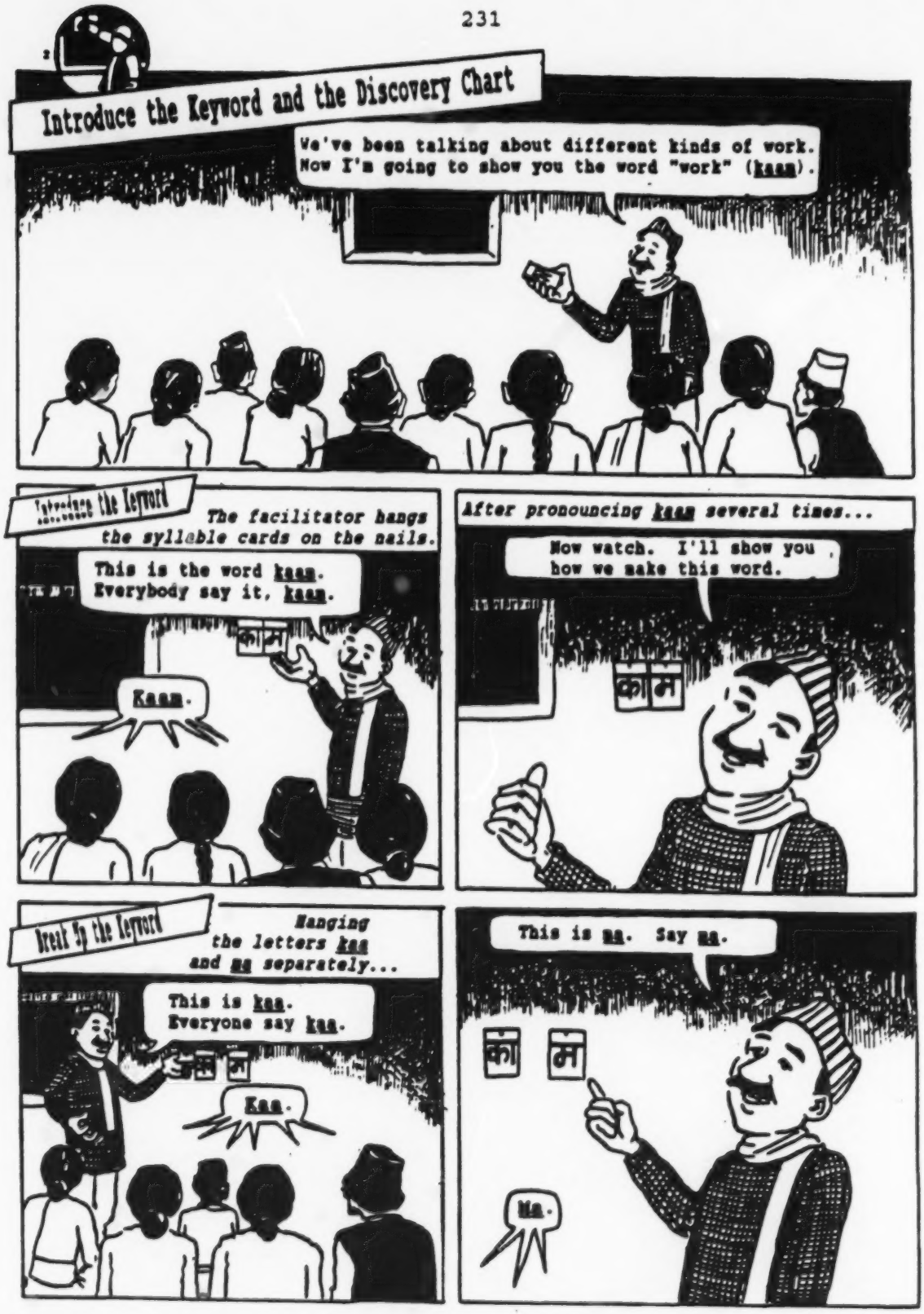
And you four sit together in a group. Put the lantern in the middle and you can all see.
Everybody turn to the first page in your book. Turn to this picture.
Now I want you all to discuss what you see happening in this picture.
Five or ten minutes later...
Now I want each group to choose one representative. Each representative will come up and tell us all about what your group discussed.
Who is your group's representative, Kanchi?
I am.
O.K. Then come on up here.

Here, look at this big picture. It's just like the one in your book, isn't it?
Here, Kanchi, use this picture to tell us about what you said in your group.
Everybody look this way. Kanchi is going to tell us about her group's discussion. Come on, don't be shy. Speak up.
Kanchi reports...
This woman is carrying stones. Two men are sawing wood. Over here they're mixing mud. That's all.
That's it? What are they doing in the picture?
Building a house?

Is that what you all said?
That's it.
Well done, Kanchi. Sit down. Now let's hear from this group.
Instructions
After all the representatives have reported the facilitator asks the questions in the guidebook.
All the groups did a fine job. Now I'll ask you some questions. Which is the hardest kind of work?
I think the carpenter's work is hard because if he makes a little mistake he spoils everything.
What do you think? Do you suppose the stones fly there by themselves?


Introduce the Keyword and the Discovery Chart
We've been talking about different kinds of work. Now I'm going to show you the word "work" (kaam).
Introduce the Keyword
The facilitator hangs the syllable cards on the nails.
This is the word kaam. Everybody say it, kaam.
Kaam.
After pronouncing kaam several times...
Now watch. I'll show you how we make this word.
Break Up the Keyword
Hanging the letters kaa and ma separately...
This is kaa. Everyone say kaa.
Kaa.
This is ma. Say ma.
Ma.

Complete the Discovery Chart
After repeating the syllables several times...
Now look at these letters. This is ka.
क
का
Ka.
What's the difference between these two letters? They look pretty much the same except this letter has an extra line. See?
We call this line written along side a letter a long a-sign. This long a-sign changes the sound of the letter. The one without the line is ka. With the line it's kaa.
Everybody say ka...kaa.
Ka...kaa.
This is na. Remember?
Yes we know that one.

Now look at these two letters. This looks like ma, too. But there's an extra line here. We call this a long a-sign, right? Can anybody tell me what happens when we put this line?
It changes the sound.
That's right, Aunt Sahili. We call this maa. Now everybody repeat after me.
Ma
maa
Ma
maa
Ka
kaa
Ka
kaa

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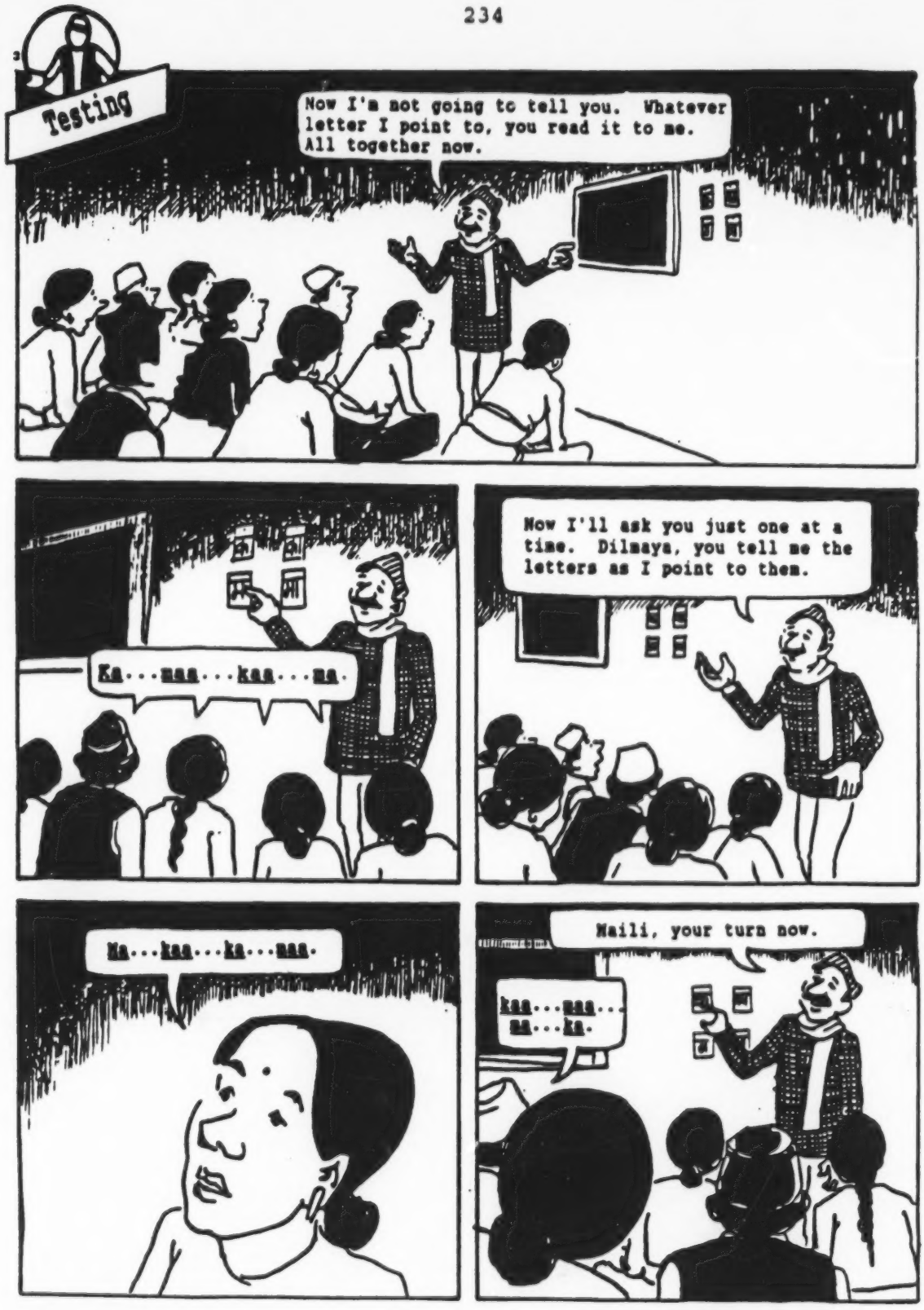
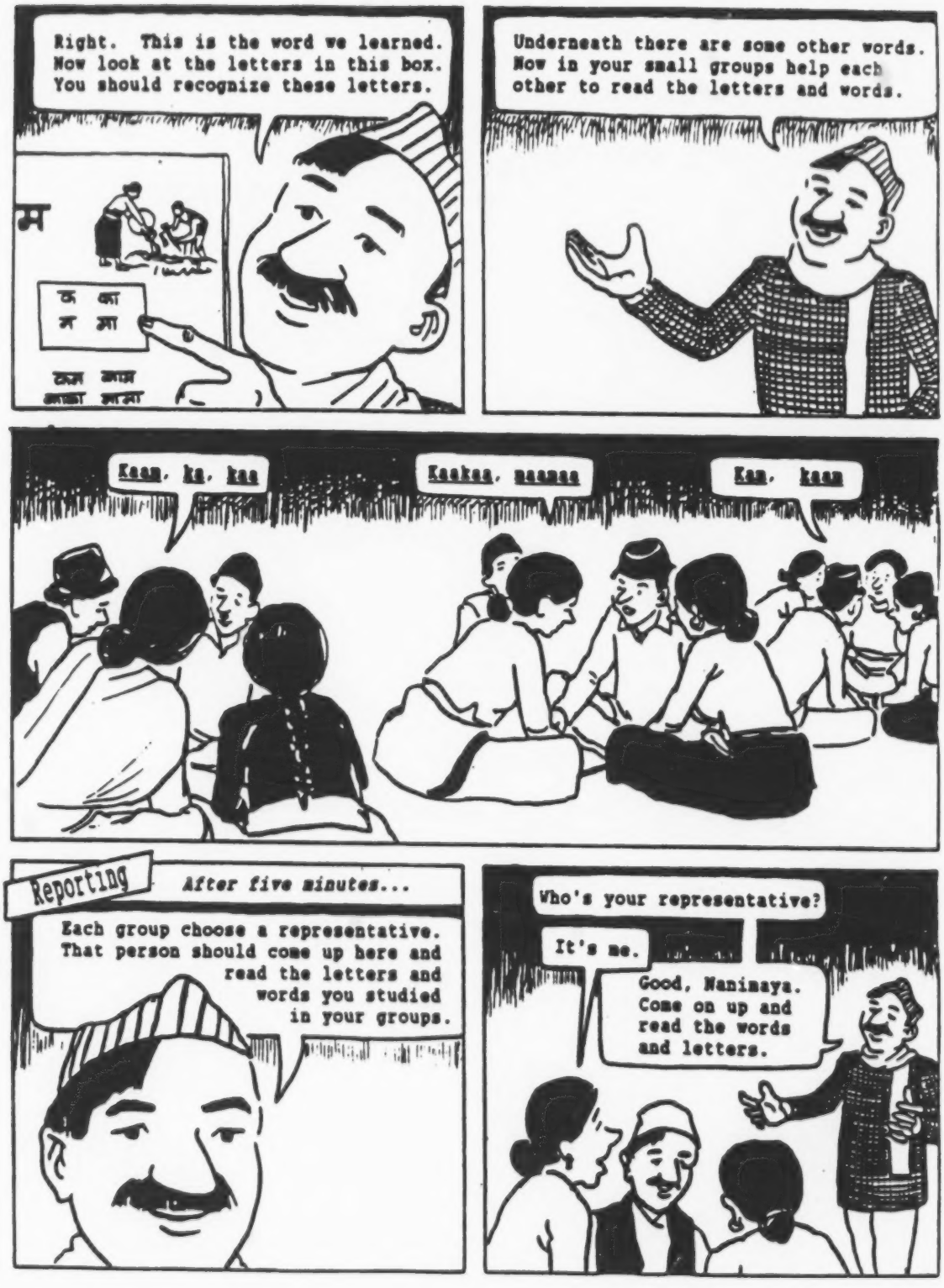
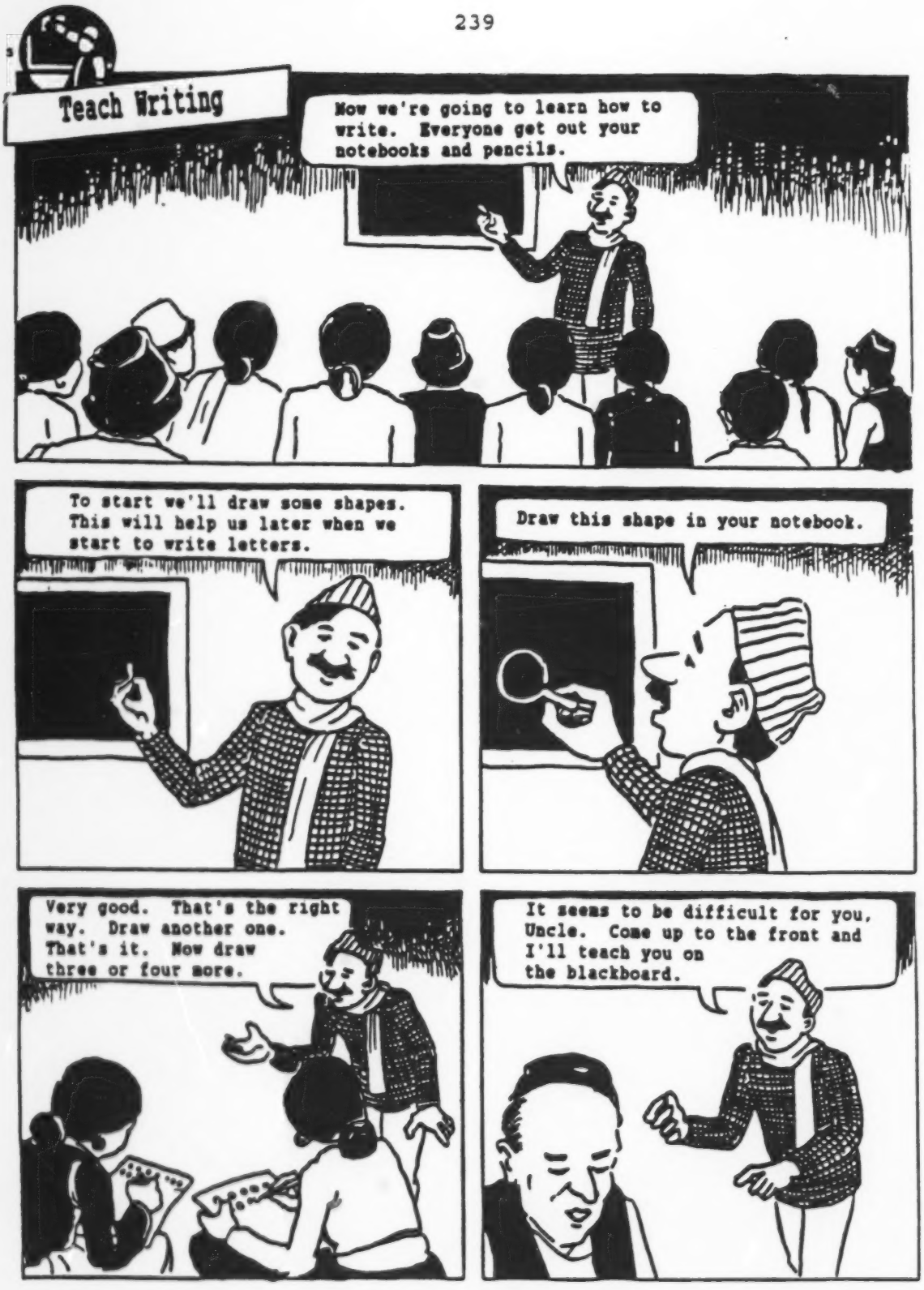

Testing
Now I'm not going to tell you. Whatever letter I point to, you read it to me. All together now.
Ka...naa...kaa...na.
Now I'll ask you just one at a time. Dilmaya, you tell me the letters as I point to them.
Na...kaa...ka...naa.
Naili, your turn now.
kaa...naa...
na...ka.

Now I'm going to mix the syllable cards up. Let's see who knows them now.
Ram, read the letters I point to.
मां
क
मं
कां
Kaa...ma...ka...maa
Excellent! You said them perfectly, Ram. Maya, now you give it a try.
Ma...ka...ma...kaa
After asking all of the participants...
Every one has the idea now. This is all we're going to learn for today.

Reading
You have all learned the letters well. Now let's see if you can read some words made with these letters.
नयाँ गोरेटो
Forming Groups
O.K. Divide up into small groups like before.
Sukimaya, turn this way. Put the lantern in the middle and everyone will get some light.
Now turn to the next page in your books. This one. We call it the keyword page.
काम
What do you see at the top of this page? Who can read this word?
Kaam.


Right. This is the word we learned. Now look at the letters in this box. You should recognize these letters.
म
क का
म मा
टका आम
आका आमा
Underneath there are some other words. Now in your small groups help each other to read the letters and words.
Kaan, ka, kaa
Kaakaa, maamaa
Kaa, kaan
Reporting
After five minutes...
Each group choose a representative. That person should come up here and read the letters and words you studied in your groups.
Who's your representative?
It's me.
Good, Manimaya. Come on up and read the words and letters.

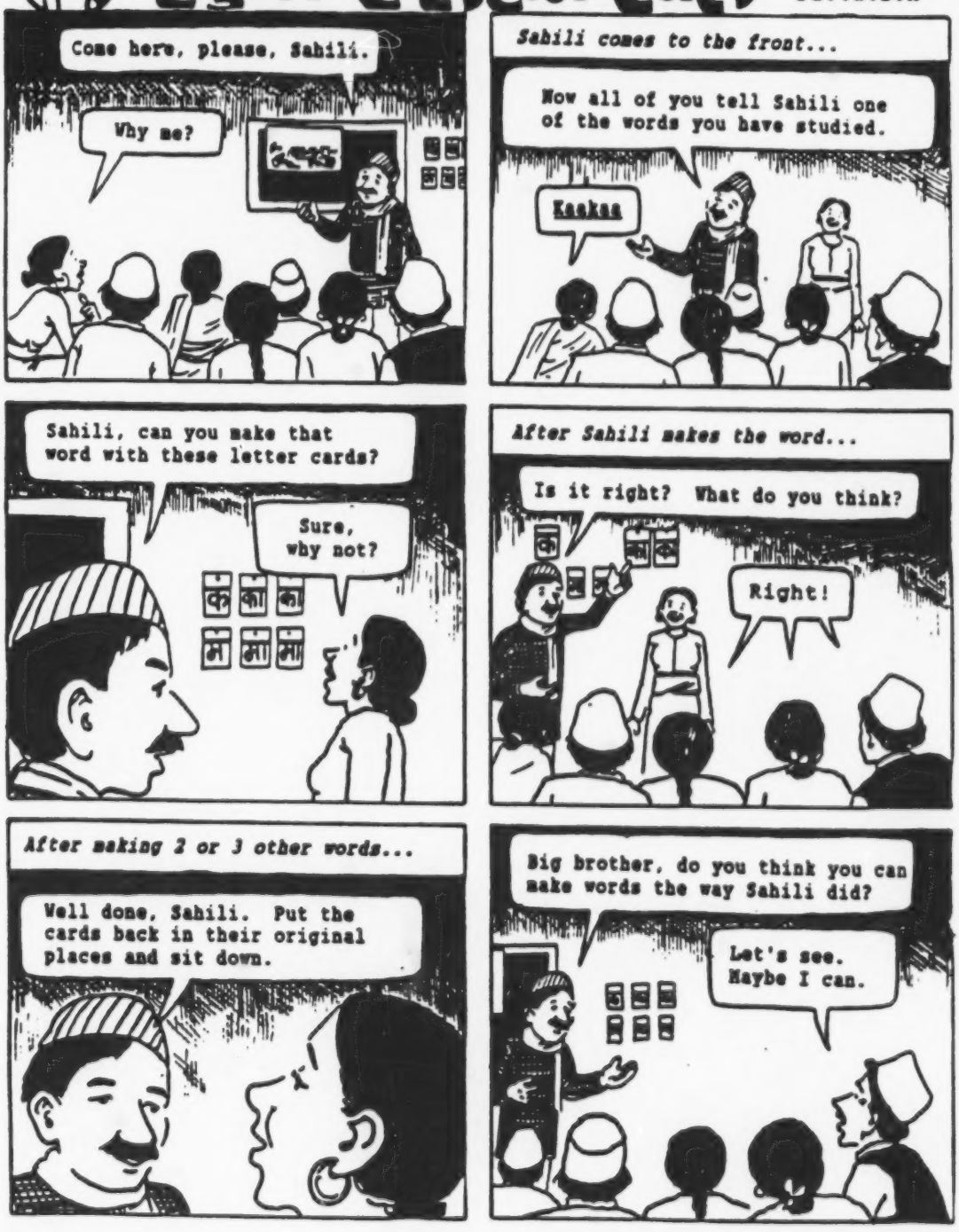
Everybody turn this way. You all repeat what Manimaya reads. O.K. Manimaya. In a nice loud voice.
Kaan.
Kaan.
Questioning
After all the representatives have read...
Now I'm going to ask a few questions. Sita, what does kaan (less) mean?
It means "not so much".
Very good! Less means "not so much" or "little". Now who can use this word in a sentence?
What's a sentence?
"Work" is a word. "I do work" is using it in a sentence.
If that's so then I'll make a sentence. From now on I'll drink less booze.
Ha!
Ha, ha!

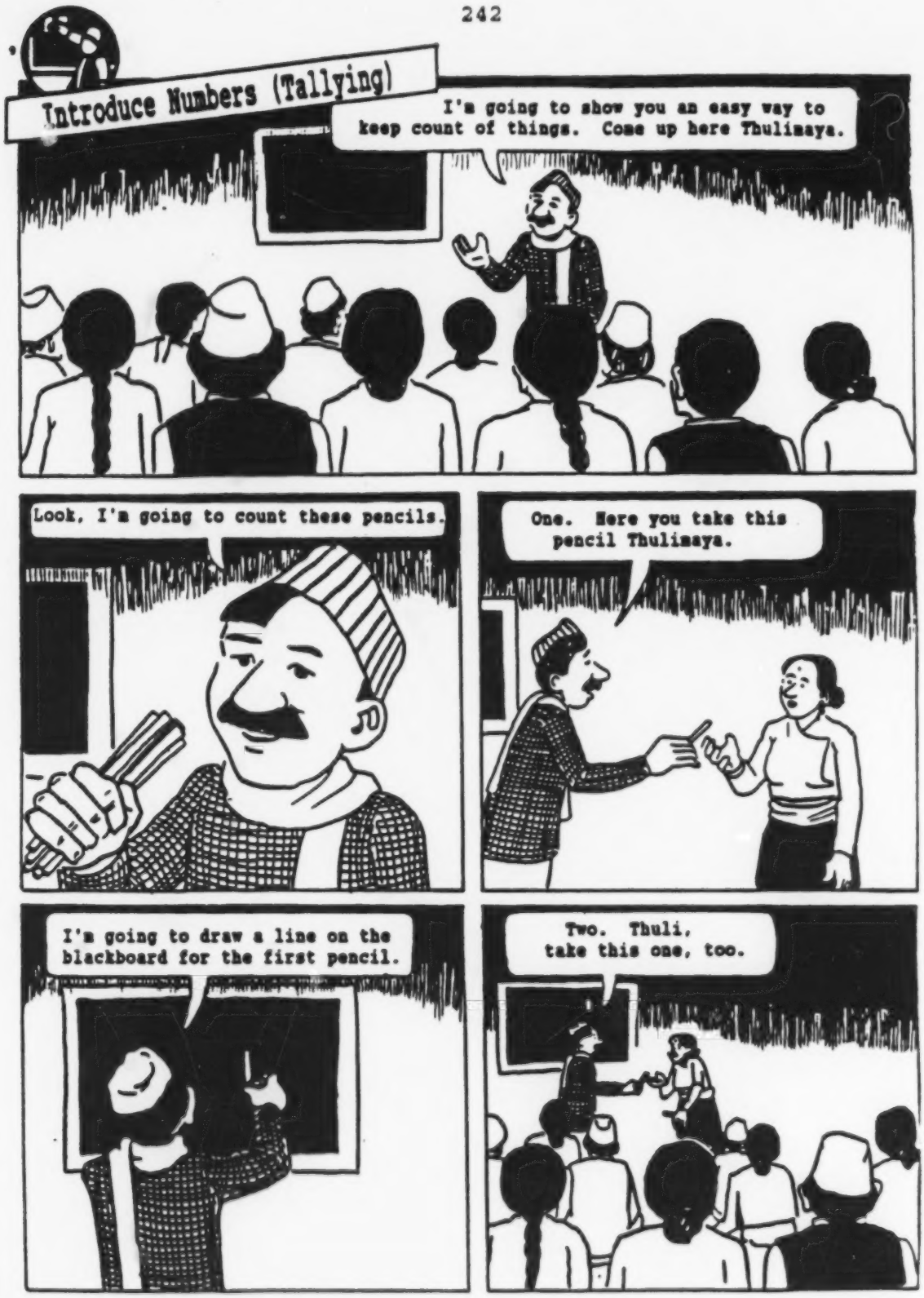

Teach Writing
Now we're going to learn how to write. Everyone get out your notebooks and pencils.
To start we'll draw some shapes. This will help us later when we start to write letters.
Draw this shape in your notebook.
Very good. That's the right way. Draw another one. That's it. Now draw three or four more.
It seems to be difficult for you, Uncle. Come up to the front and I'll teach you on the blackboard.

Give me your hand. You have to hold the chalk like this. Now look, you draw it like this.
Now you do one.
Well done. Now do some more in your notebook.
Now everyone draw this shape.
After teaching all of the shapes...
Now turn to this page in your books. Fill in these boxes with the shapes.
Oho! Such nice work. That's right, make them all like that.

सुन्ने र लेख्ने खेल

The Game "Dictation"


Come here, please, Sahili.
Why me?
Sahili comes to the front...
Now all of you tell Sahili one of the words you have studied.
Kaskas
Sahili, can you make that word with these letter cards?
Sure, why not?
After Sahili makes the word...
Is it right? What do you think?
Right!
After making 2 or 3 other words...
Well done, Sahili. Put the cards back in their original places and sit down.
Big brother, do you think you can make words the way Sahili did?
Let's see. Maybe I can.

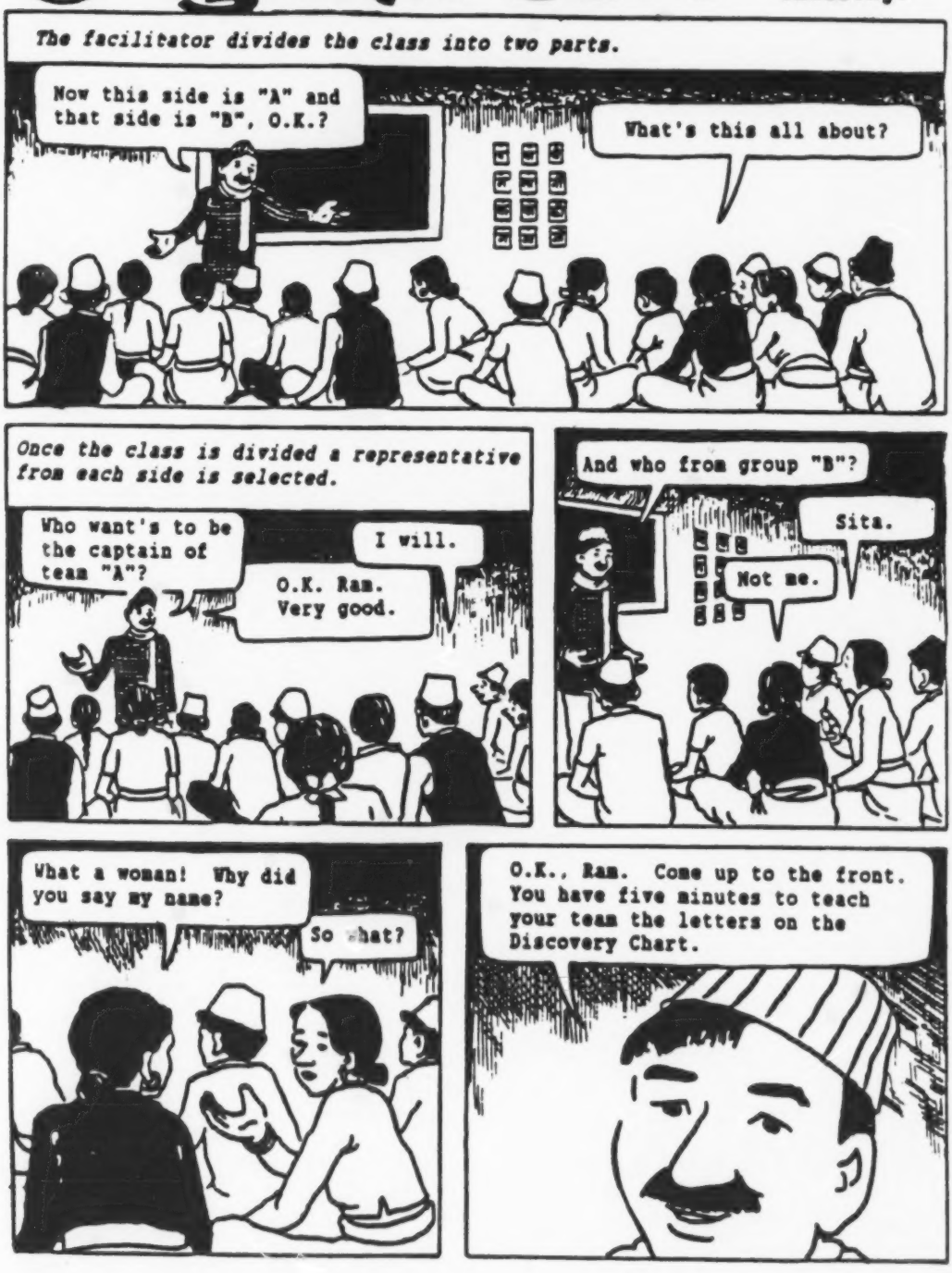

Introduce Numbers (Tallying)
I'm going to show you an easy way to keep count of things. Come up here Thulimaya.
Look, I'm going to count these pencils.
One. Here you take this pencil Thulimaya.
I'm going to draw a line on the blackboard for the first pencil.
Two. Thuli, take this one, too.

I'm going to draw another line for the second pencil.
After counting all the pencils...
Now Thulimaya, how many pencils did I give you all together?
Seven.
How many lines are there on the board?
Seven.
This way of counting is called tallying. We draw one line for each thing. Then at the end we count all the lines.
We can also draw the lines so they're easier to count.
Here Thulimaya, take this pencil again. One.

After giving four pencils...
Look. I've just given Thulimaya the fifth pencil. I'm going to put this fifth line slantwise across the four lines, like this. This way we can count the lines in groups of five.
After counting all seven pencils...
This is how I counted seven pencils. Now I'll give you another example. Ram, how many children do you have?
Three.
One, two, three.
How about you Chinimaya?
Four.
Watch how I do it. One, two, three, four.

14 चुनौती खेल

The Game "Challenge"


The facilitator divides the class into two parts.
Now this side is "A" and that side is "B", O.K.?
What's this all about?
Once the class is divided a representative from each side is selected.
Who want's to be the captain of team "A"?
I will.
O.K. Ram. Very good.
And who from group "B"?
Sita.
Not me.
What a woman! Why did you say my name?
So what?
O.K., Ram. Come up to the front. You have five minutes to teach your team the letters on the Discovery Chart.

Ram drills his team...
Pa paa
Pa paa
Five minutes later...
O.K., Ram. You're turn is finished. Now it's Sita's turn.
I think I'll do it a different way.
Maila, what's this? Say it.
Ma.
Good, and this?
After five more minutes...
Well done, Sita. Now I'm going to mix these letters up.
Now the captain of the "A" team has to point to a letter and ask a participants of the "B" team to read it, and vice versa.

Let's begin the game. Lila, come on up here.
What for?
I want you to tally the correct responses from each team. If a participant makes a mistake, that team doesn't get a point, got it?
Yes.
Ram, ask someone from Sita's team to name a letter.
Uncle, what's this?
Kaa.
Good. Uncle knows kaa.
Lila, now it's your turn to tally one mark for team "B".
Sita, now you ask team "A".
Auntie Sahili, what's this letter?

That's ka... No, kaa.
Nope. It's aa.
"A" doesn't get a point. Don't give them a mark Lila.
O.K.
Now it's Ram's turn again.
Lalu, what's this?
...Sita's turn again.
What is it, Gita?
Ha.
Lila keeps tallying.
After everyone has responded...
Lila, add up the marks.
O.K.
After adding up the totals...
"A" got eight and "B" got ten.
We won!